Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	2014 MAY -6 PM 2:10 Received Texas Education Agency
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Glen Rose ISD	213901	GR High School #001, GR Junior High #041, GR Intermediate #102 and Glen Rose Elementary #101	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
213901	11	25	046265773

Mailing address		City	State	ZIP Code
PO Box 2129		Glen Rose	TX	76043-2129

Primary Contact

First name	M.I.	Last name	Title
Ellen	A	Blair	Assistant Superintendent

Telephone #	Email address	FAX #
254-898-3902	eblair@grisd.net	254-897-3651

Secondary Contact

First name	M.I.	Last name	Title
Judy		Shipman	Director of Finance

Telephone #	Email address	FAX #
254-898-3908	shipju@grisd.net	254-897-3651

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Gary	W	Rotan	Superintendent
Telephone #	Email address		FAX #
254-898-3901	rotawa@grisd.net		254-897-3651

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-14-107-028

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	x	☐
9	Supplies and Materials (6300)	x	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	x	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Primary Elements:
Glen Rose ISD is committed to the development of independent life-long learners who navigate through life using ingenuity, creativity and critical thinking skills seamlessly; the foundation of our society's future. Because we recognize the importance of cultivating curiosity and differentiating instruction so that every child has the opportunity to maximize his/her strengths, **we seek to provide access to instruction 24 hours a day, seven days a week.** The school culture must continue to provide a traditional educational foundation without compromising its tenets but cannot ignore the need to evolve into **institutions without walls that support innovative methods necessary to prepare students to own their learning using tools created for 21st century learners.** Tech-savvy learners will not tolerate the structures in place currently that limit learning to a "one-size-fits-all" model of direct instruction and paper and pencil assignments. The unlimited potential for knowledge acquisition through an "anytime, anywhere" model must become the norm. **Residential internet access, especially for our students who are economically disadvantaged and/or have disabilities, who do not have internet services at home, is a priority.** Digital tools and resources supported by robust connectivity are essential to engage students in meaningful learning and are the foundation of our district's mission.

Budget Development:
In consultation with the District Leadership Team (community members, business leaders, parents, and teachers) and the District Administrative Leadership Team, the needs assessment activity identified the following priorities to address our goal of becoming a 1:1 district with 24/7 access to digital content:

- The district has provided 1:1 **MacBook Airs** for students in grades 5-12. We seek to add 37 more units to the 80 units we already own for grade 4 to achieve our goal of 1:1 in 4-12 using technology lending grant funds . The estimated cost is **$33,091**.
- The district has provided **iPads** for students to share in grades PK-3; some of which are equipped with 3G WiFi capabilities. We seek to add another 187 iPads and protective cases at a cost of **$58,718** with technology lending grant funds, 100 iPads short of our goal to implement 1:1 district wide. A selection will be equipped with 3G WiFi capability for remote internet access.
- To provide **remote access** for students who do not have internet at home, the district has purchased 61 devices with 3G access. We seek to support the annual cost, utilizing eRate, of **$8191**, with technology lending grant funds.

We will continue to research internal and external funding opportunities to accomplish our goal of becoming a 1:1 district with 24/7 access.

Equitable Access Program Priorities to Benefit Under-Resourced Demographic Subpopulations:
Glen Rose Independent School District (GRISD) has enthusiastically embraced the new realities of adapting instruction to meet the needs of our underserved populations by utilizing technology to improve learning opportunities that will level the playing field for all students. The district is currently 48% economically disadvantaged and 7% special education eligible with enrollment in the two subpopulations on the rise. The 1:1 initiative, when implemented fully, will provide school owned Mac Book Air laptops (grades 4-12) or iPads (grades PK-3) for every student. **To gain maximum benefit for our most vulnerable learners, the laptops and iPads will need to be used at home as well as at school. Residential internet access, particularly for our students who are economically disadvantaged and/or have disabilities,** who do not have internet services at home, will be supported with district provided Verizon JetPaks™™. The portable devices available for checkout facilitate fast 3G access for up to 5 connected devices allowing students without internet service at home to access digital instructional materials. iPads with 3G capability will also be made available for home use. Glen Rose ISD's activity busses will also be equipped with JetPaks™™ to support connectivity for students who travel for extracurricular activities. **Connected learners will have access to instructional resources for individualized learning experiences 24 hours a day and 7 days a week.** Utilizing funds from the Technology Lending Program Grant (TLPG), GRISD would be able to sustain our under-resourced learners' access to digital content from home or any other location outside school with wireless internet services.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 213901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Needs Assessment and Program Management Plan:
The District Leadership Team, comprised of community members, business leaders, parents, and teachers and the District Administrative Leadership Team, whose membership includes the superintendent, assistant superintendent, the director of technology, and four principals, met on several occasions to identify district needs and to develop an action plan. The **action plan** developed includes specific activities with assigned responsibilities and timelines for implementation, a monitoring framework, and requires evidence of completion of the activities that seek to integrate technology in all content areas for all students. **The emphasis is placed on activities that address the provision of infrastructure for instructional access in-district and remotely for our under-served populations.** The assistant superintendent and director of technology are responsible for monitoring the program's action plan and are accountable to the superintendent for implementing the plan with fidelity. Monthly meetings are scheduled with the superintendent to measure progress with our identified innovative teaching and learning practices.

The Action Plan's Innovative Teaching and Learning Practices:
GRISD is actively integrating technology into our 21st Century learning community for students and staff in all grade levels in all content areas. **The district's priority is to build the resources and supports that will extend the classroom to the home and embrace the paradigm shift in the delivery of instruction that will incorporate innovative models to prepare students to think critically and graduate college and career ready.** We offer online textbooks for about 80% of the core content with a goal of 100% as soon as the resources are available. Supplemental digital learning platforms are a critical part of our core instruction. **Time 2 Know**, an ELA and math curriculum enhances instructional delivery and provides multiple opportunities for students to be engaged in learning through a one laptop to one student experience. The district has embraced **Blackboard Learn**, a student learning system for course delivery and management for secondary students and **Blackboard Collaborate**, a system for professional development and distance learning for all staff. Both Blackboard Learn and Blackboard Collaborate afford learning opportunities for students and staff 24/7. The **Buck Institute for Education** (BIE) is our collaborative partner for initial and recurring training and job embedded professional development in project-based learning **(PBL)**. PBL essentials include significant content, engaging students' interests, asking driving questions, embracing students' voice and choice, developing 21st century skills, embedding inquiry and innovation, providing constructive feedback, and facilitating publically presented projects. We are also piloting the **Flipped Classroom** model by providing multimedia lessons, blog sites, and discussions at home to maximize classroom instructional time for in-depth guided collaborative learning opportunities. **Not only are students learning with technology, they are using technology to learn from one another.**

Commitment to Sustainability:
The sustainability of the initiative is guaranteed through **GRISD's technology plan** that directs activities and resources towards professional development of staff as well as providing the best possible technology tools and support services. Instructional support staff provide **traditional, hybrid, and dynamic professional learning** for Glen Rose ISD teaching staff. Providing different models for professional learning allow our teaching staff to receive the type of instruction they need, when they need it, and the way they want it. Using this approach, Glen Rose ISD has seen enrollment in professional development classes increase throughout the traditional school calendar year and beyond. The district's infrastructure has been upgraded to support **robust connectivity** by providing gigabit bandwidth on the traditional wired Ethernet network, and by creating a dynamic, multi-path, multi-controller wireless network. All district classrooms, commons, and extra-curricular rooms have access to either wired or wireless networks, which not only provides options for connectivity, but allows best choice options for students and teaching staff to use.

Conclusion:
"Digital natives" will not tolerate the structures in place currently that limit learning to a "one-size-fits-all" model of "sit and get" instruction. The unlimited potential for knowledge acquisition through an "anytime, anywhere" model must become the norm. Glen Rose ISD has committed its time, talent, and tax dollars to work towards accomplishing our goal to provide the resources to become a 1:1 district with 24/7 access to digital content for all students. We are committed to the development of independent life-long learners who navigate through life using ingenuity, creativity and critical thinking skills seamlessly; the foundation of our society's future.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 213901			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$8191	$	$8191
Schedule #9	Supplies and Materials (6300)	6300	$2805	$	$2805
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$89004	$	$89004
Total direct costs:			$100,000	$	$100000
Percentage% indirect costs (see note):			N/A	$	N/A
Grand total of budgeted costs (add all entries in each column):			**$100000**	**$**	**$100000**

Administrative Cost Calculation	
Enter the total grant amount requested:	$100000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)		

County-district number or vendor ID: 213901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional Services, Contracted Services, or Subgrants Less Than $10,000			
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Residential Internet Access for Students	☐	$8191
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$8191

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000		
	Specify topic/purpose/service:	☐ Yes, this is a subgrant
	Describe topic/purpose/service:	
1	Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted
	Contractor's payroll costs # of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services	$
	Contractor's supplies and materials	$
	Contractor's other operating costs	$
	Contractor's capital outlay (allowable for subgrants only)	$
	Total budget:	$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 213901	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
2	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
3	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
4	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
5	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 213901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

		Grant Amount Budgeted
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$8191
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$
	(Sum of lines a, b, c, and d) Grand total	$8191

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)					
County-District Number or Vendor ID: 213901			Amendment number (for amendments only):		
Expense Item Description					
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				**Grant Amount Budgeted**
	☐ Print shop fees		☐ Technology-related supplies		
	☐ Postage		☐ Other:		$
	☐ Copy paper		☐ Other:		

	Technology Hardware—Not Capitalized					
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**
6399	1				$	
	2				$	
	3				$	$
	4				$	
	5				$	

6399	Technology software—Not capitalized	$
6399	Supplies and materials associated with advisory council or committee	$
	Subtotal supplies and materials requiring specific approval:	$
	Remaining 6300—Supplies and materials that do not require specific approval:	$2805
	Grand total:	**$2805**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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		Grant Amount Budgeted
Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 213901	Amendment number (for amendments only):	
Expense Item Description		
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:	$
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$
6429	Actual losses that could have been covered by permissible insurance	$
6490	Indemnification compensation for loss or damage	$
6490	Advisory council/committee travel or other expenses	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$
	Grand total:	**$0**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 213901	Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2	Laptops	37	$894	$33091	
3	Tablets	187	$299	$55913	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	$89004	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	7	N/A	Attendance rate	96.2%
Hispanic	484	N/A	Annual dropout rate (Gr 9-12)	.24%
White	1097	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	14	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	797	47.2%	Students taking the ACT and/or SAT	76.9%
Limited English proficient (LEP)	156	9.2%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	112	6.8%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	69	124	130	125	123	122	128	116	124	132	114	122	112	114	1655
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process:
The focus of the District is and remains continuous learning and student engagement. Our local citizens know that our schools belong to them. Our community understands that they are in partnership with us to insure that quality education flourishes in Glen Rose ISD. To some extent, the very definition of community is being redefined as social networking and telecommunication technologies blur the boundaries and challenge long-established definitions. Still, we must continue to allow for direct involvement by the stakeholders and citizens, whose children we educate in the community we support. **We include all stakeholders in collecting and analyzing data during our ongoing comprehensive needs assessments through online surveys, public forums, and formal and informal learning communities. Our improvement plans are working documents that serve to guide our efforts to achieve academic excellence, along with career preparations, in accordance with community values.** Frequent and on-going conversations with our community partners foster ownership enabling substantive issues discussions focused on student learning. The District convened a **21st Century Learning Committee,** whose members included students, staff, community, and business leaders. The group was instrumental in evaluating our educational practices and worked together to create a common vision for reforming our classrooms to better prepare our students to accept the challenges of life-long learning.
Identified Needs:
It is imperative that we equip each student with a solid foundation in communication, reasoning, and critical thinking skills that will enable them to be successful in a global society and technology enhanced workforce. .**Our journey continues as we seek to increase access to digital content for all students by providing online learning devices and high speed wireless service for all students, noting the particular needs of our underserved subpopulations. Our latest technology survey indicated that over 10%, nearly 200 students were identified as lacking internet access at home.** Many of them are marginalized economically and have special needs. **We currently have 61 mobile devices available for checkout.** The need exists to continue to increase our capacity to provide internet services to many of our most vulnerable students and their families. Preparing today's learners with yesterday's tools will not result in successful outcomes. For that reason, **Glen Rose ISD has targeted grades 4-12 for the 1:1 laptop initiative and PK-3 for the 1:1 tablet initiative to better prepare them to meet college and career ready standards.** The District currently, through local supplemental, state and federal grant, and bond funding sources, provides a 1:1 environment for students in grades 5-12. The grant the funds requested will serve to provide additional laptops to the remainder of the 4th grade resulting in a full implementation of the 1:1 laptop initiative. Funds will also be used to close the gap significantly in the PK-3 1:1 tablet initiative. Our committees agreed that technology is integral to curriculum delivery designed to meet the needs of individual learners. They embraced creative and critical thinking as the foundation of our society's future so the need for independent thinkers and life-long learners has never been greater. Glen Rose ISD is committed to providing 1:1 computing tools but acknowledges that the tools, as important as they are, cannot be the focus of the initiative. It is not about the device. Without question, we believe every student should have a device and must have 24/7 access to high speed internet. We also believe that the magic is neither in the device nor its ability to access content. Glen Rose ISD recognizes our students as free agent learners, and as such, we acknowledge the need for our teachers to provide students with authentic choices supported by the implementation of **Project Based Learning (PBL)** opportunities. **Digital assignments that are designed to empower and engage students in a learning community with 24-hour support will create limitless opportunities for learning.** Our investments in Time 2 Know, Blackboard Learn, Blackboard Collaborate, and the Flipped Classroom model of instruction are examples of our commitment to providing best practice instruction in a digital platform.
Conclusion:
Public education must continue to provide the broad, foundational education we have always provided but the methods and the approach must advance to meet the needs of our tech-savvy learners who have ready information at their fingertips 24/7. We must be bold in our approach and willing to confront the status quo. The students in our classrooms today are the leaders of our community, state, and nation tomorrow. We take seriously our charge to prepare our students for careers that do not yet exist with tools that have yet to be invented.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Professional development for students, parents, teachers, administrators and other staff members to leverage technology to engage all learners	Teachers, administrators, and students would receive instruction in the use of the Cloud Portal, Time 2 Know, Blackboard Learn, Blackboard Collaborate, PBLs, digital texts and associated instructional materials, and acceptable care and use of MacBook Airs and iPads
2.	Progress towards fully implementing 1:1 initiative for grades 4-12	37 additional MacBook Air laptops to augment our current inventory to afford every student in grades 4-12 a learning tool to support innovative instruction and student engagement necessary to prepare them to be successful 21st century learners
3.	Progress towards fully implementing 1:1 initiative for grades PK-3	187 additional iPad Mini tablets to augment our current inventory to afford more students in grades PK-3 a learning tool to support innovative instruction and student engagement necessary to prepare them to be successful 21st century learners
4.	Provision of remote internet access for students who do not have internet services at home	Wireless access mobile devices would be made available for check-out to under-resourced learners to support equitable internet access and facilitate the extension of innovative instruction at home that is necessary to prepare them to be successful 21st century learners
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	District Leadership, GRISD Superintendent of Schools for 9 years, 13 years as a school superintendent, 19 years as a school administrator, 5 years as a teacher and coach; Teacher, Administrator, and Superintendent Certifications
2.	Assistant Superintendent of Instruction	District Leadership, Ph.D. in Educational Psychology; GRISD Administrator for 2 years, 11 years in district leadership, 6 years as a school counselor; and 3 years as a teacher; Teacher and Counselor Certifications
3.	Director of Technology	Information Technology Leadership and Computer Programming, GRISD IT Administrator for 7 years, 18 years in educational information technology leadership, Apple and Stoneware Certifications
4.	High School Principal	Campus Leadership, GRISD High School Principal for 9 years, 18 years in school administration, 5 years as a teacher/coach, Teacher and Mid-Management Certifications
5.	Junior High Principal	Campus Leadership, GRISD Junior High Principal for 4 years, 13 years in school administration, 10 years as a teacher and coach, Teacher and Principal Certifications

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Professional Development	1.	Care and Acceptable Use of Devices	10/01/2014	06/01/2016
		2.	Instructional Technology Software Implementation Initial Training with On-Going Support (Blackboard Learn, Blackboard Collaborate, Time 2 Know)	10/01/2014	06/01/2016
		3.	Project Based Learning (PBL) Training with Initial and On-Going Support from The Buck Institute for Education and ESC 11	10/01/2014	06/01/2016
		4.	Flipped Classroom Training with On-Going Support from ESC 11	10/01/2014	06/01/2016
2.	Full Implementation of 1:1 Initiative grades 4-12	1.	Purchase 37 MacBook Airs	10/01/2014	10/13/2014
		2.	Image and Issue 37 MacBook Airs to Students	11/03/2014	06/01/2016
3.	Full Implementation of 1:1 Initiative grades PK-3	1.	Purchase 187 iPad Minis	10/01/2014	10/13/2014
		2.	Purchase 187 IGuy Protective Cases	10/01/2014	10/13/2014
		3.	Image and Issue 187 iPad Minis to Students	11/03/2014	06/01/2016
4.	Remote Internet Access for Students without Service at Home	1.	Purchase Service Plan for JetPaks™	10/01/2014	10/03/2014
		2.	JetPaks™ Placed in Campus Libraries for Check Out by Students	10/03/2014	06/01/2016
5.	Increase Students' Access to Online Digital Content Inside and Outside of School Campuses	1.	Ongoing monitoring of student usage of digital laptops and tablets to adjust activities to maximize grant resources	10/01/2014	06/01/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project Monitoring:
Detailed records of student usage of the remote access devices will be compiled and made available through each campus library system. A follow up survey will be developed and implemented to solicit the perspectives of students, parents, and staff regarding the extent to which the program objectives have been achieved.

Campus improvement teams will collect data from teachers and students for the purpose of collecting pertinent data regarding program goals and implementation objectives. The information will be analyzed and improvement strategies will be identified and implemented. The campus teams will report their findings to the District Leadership Team.

The District Leadership Team will review the data analysis and surveys to determine the strengths and weaknesses of the implementation of the program and suggest measures to improve and extend the benefits of the program. The District Leadership Team will make recommendations to the Superintendent regarding strategies identified to maximize grant resources.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sustainability:
Glen Rose ISD administration and teachers have transformed the context of engaged learning into an exciting exploration of knowledge that makes classroom instruction visible for our parents and community. Tools that have been teacher-centric in the past have become tools for students to use to learn with and from one another. Integrating technology into our everyday school environment has become common place. **To maximize our grant funds, the district has made a considerable financial commitment to innovative instructional platforms.** Buck Institute for Education will deliver on-going professional development in Project Based Learning **to insure a sustained program of in-depth relevant instruction district wide.** Digital portfolios have been introduced and are used to monitor progress and offer parents a transparent view of classroom activities and expectations for learning. The District has invested in Blackboard Learn and Blackboard Collaborate, two learning management systems that impact every aspect of education in GRISD. The systems enable students to engage in learning in exciting new ways, reaching them on their terms, on their devices, keeping them informed, involved, and collaborating together.
Commitment:
Glen Rose ISD Board of Trustees has set a vision that all students will be engaged in the learning process utilizing technologically integrated instruction to become creators of knowledge rather than just consumers of facts. Teachers from each campus present monthly to the GRISD Board of Trustees on the 21st Century learning opportunities occurring in their classrooms. **Our community is committed to transforming our classrooms using 21st Century instructional strategies and tools to support rigorous and challenging student learning.** They have demonstrated their support by approving bonds to underwrite improvements to our infrastructure to support 21st Century learners. Our journey has not been an easy one nor is it over. We are committed to prepare each student each day to succeed in a career that may not exist with tools that have not been invented.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 213901	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Data analysis of remote student usage of JetPaks™ and equipment	1.	Students will check out JetPaks™ devices and equipment for remote usage
		2.	Project-based learning activities will be supported with remote engagement
		3.	
2.	Surveys of student, parents, and staff perspectives	1.	Stakeholders will provide feedback regarding increased learning
		2.	Flipped learning method activities will increase
		3.	
3.	Learning community discussions will provide guidance on program objectives being met	1.	More strengths than weaknesses will be evaluated
		2.	Program strategies will be revised to improve student success
		3.	
4.	The Superintendent will monitor grant resources to maximize effectiveness	1.	Clear consensus of program advancement will be evident
		2.	Program objectives will be achieved
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection:
The program coordinator and campus principals will serve as the oversight team and will be charged with reporting formative program evaluations to the Superintendent as a part of an ongoing progress monitoring and comprehensive needs assessment. The oversight team will collect data on the number and percent of students who check out the remote WiFi access equipment, tablets, and laptops by grade level, the number and percent of students identified as economically disadvantaged participating in the technology lending program, the number and percent of students identified as economically disadvantaged who check out the remote WiFi access equipment to be used at their residences after hours, the progress of students accessing digital content on each participating campus, the number and percent of teachers on participating campuses assigning work to students as a result of the technology lending program, and the ratio of technology devices to students needing devices on participating campuses.

Problem Correction:
Monitoring and ongoing adjustments, improvements, and refinements to the program implementation strategies will be discussed by the oversight team. Recommendations will be made to the Superintendent for consideration. Lack of progress in achieving program objectives will result in revision and possible amendments to the program objectives and activities to facilitate students' access to digital learning content efficiently and effectively.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Together we are building the resources that empower our students to embrace a new model for distribution of knowledge; a paradigm shift from "stand and deliver" teacher-centric instruction to students' voices and choices contributing to knowledge creation and dissemination. Interactive white boards, document cameras, laptops, and tablets utilizing digital content and applications have enhanced learning for all students in classrooms and beyond. Not only are students learning from technology, they are using technology to learn from one another through project-based and flipped classroom models. Dynamic technological innovations in Glen Rose ISD are embraced and supported by the administration, the Board, and offers the kind of educational opportunities the community has come to expect.

Teachers continue to collaborate through a digital learning community to create, evaluate, and synthesize instructional materials using innovative software such as ActiveInspire, ActiveEngage, Time 2 Know, Tagxedo Web 2.0, ScreenChomp, and Sparkol Video Scribe. Students have at their fingertips (literally) many instructional applications such as TagWriter, PicCollege, Teaching Graphs, QuickVoice, Popplet, and Doodle Buddy that assure student engagement. Nearly 80% of our textbooks are offered to students digitally along with supplemental materials for deeper understanding of core concepts. We seek to offer 100% of our textbooks digitally as soon as the titles are available. **Glen Rose ISD is committed to providing students with a 21st century education with unlimited opportunities to learn digitally, think creatively, and prepare for prospects in higher education and career pathways.**

Funds from the technology lending grant will be used to expand and extend an existing lending program in the following ways:

1. **Students in grades 6-12 who have access currently to 1:1 MacBook Air laptops will have an opportunity to check out a JetPaks™ to facilitate WiFi access remotely to augment and broaden their learning.**
2. **Additional MacBook Airs will be purchased with technology lending grant funds to provide students in grades 4-5 with 1:1 access to digital devices.**
3. **Additional iPads will be purchased with technology lending grant funds to provide students in grades K-3 with 1:1 access to digital devices. A selection of the devices will offer 3G capability for remote WiFi access.**
4. **Students in K-5 who have permission to take home their devices and who do not have WiFi access at home will also be able to check out a JetPaks™ to access applications and digital content to extend their learning.**

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Glen Rose ISD Board of Trustees has set a vision that all students will be engaged in the learning process utilizing technologically integrated instruction to become creators of knowledge rather than just consumers of facts. Our community is committed to transforming our classrooms using 21st Century instructional strategies and tools to support rigorous and challenging student learning. To assure sustainability of our 1:1 program commitment, the district has made a considerable financial commitment to innovative instructional platforms.

The transition to the "active" learning model began in 2007 with the installation of interactive white boards in every classroom purchased with local funds. The introduction of MacBook Airs for every student in grades 5 through 12 as well as iPads for shared student use in grades PreK through 4 began in 2012 and was underwritten by a combination of local funds and technology lending grant funds. JetPaks™ for remote WiFi access were made available for students to check out in 2013 and were underwritten with technology lending grant funds.

The unlimited potential for knowledge acquisition through an "anytime, anywhere" is the model adopted by Glen Rose ISD. The District has committed its time, talent, and tax dollars to work towards accomplishing the goal to provide the resources to become a 1:1 district with 24/7 access to digital content for all students. We are committed to the development of independent life-long learners who navigate through life using ingenuity, creativity and critical thinking skills seamlessly; the foundation of our society's future.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our goal is to provide students with a well-balanced education in Glen Rose ISD. We are fortunate to have a committed group of competent and caring teachers providing learning experiences that inspire student engagement and support well-prepared lifelong learners. Glen Rose ISD believes that every child deserves differentiated learning experiences based on their learning strengths, interests, and environments. **Our mission must amplify the capacity of our digital natives to practice setting their own learning goals and capitalizing on their strengths.**

Students' curiosity must be cultivated purposefully by realizing the value of formulating questions which is oftentimes more important than searching for answers. Dynamic learning standards must be developed to reflect a broad spectrum of learning styles and aptitudes to prepare 21st century learners to contribute successfully in a digitally connected society.

To meet the needs of our 21st century learners, the roll of the teacher must evolve from being a "sage on the stage" to becoming a "guide by the side". Our students need adult role models who are skilled in facilitating learning by designing engaging lessons with well-planned higher order questioning as well as utilizing a variety of strategies and digital tools. The technology lending program aligns seamlessly with our goal of establishing an environment where students will create new knowledge, problem solve independently, and apply their learning to new situations by using digital tools and resources.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students from families who are economically disadvantaged are most likely the students without access to WiFi at home and would benefit most from the JetPaks™ lending program. Families of poverty typically have the greatest need for digital equipment and the instructional support that can be provided with ready access to a laptop or tablet and real time communication with teachers on Blackboard Learn or "flipped" lessons, or supplemental instructional materials to reinforce newly acquired skills.

Junior High and High School students who do not have WiFi access at home will receive priority service for checking out JetPaks™ equipment to use with their MacBook Airs. A greater percentage of core curriculums in grades 6-12 have embedded digital content; much more so than PreK – 5 curriculums. The flipped learning model and Blackboard Learn instruction are also focused at the secondary level. Elementary and Intermediate students will receive priority access to iPads with applications that do not require WiFi. The JetPaks™ will be made available as needs arise and availability is assured.

Providing devices and equipment to access online resources to students who have barriers as a consequence of living in an economically disadvantaged household will level the playing field and open doors that only a good education can provide.

Data on usage as well as student survey data will be analyzed to monitor resource needs, to reallocate resources when necessary, and to ensure that maximum effectiveness of the program goals are achieved.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A major challenge of public schools relates to balancing the needs of a globally connected workforce while maintaining connections to the local community, the GRISD Board of Trustees, and staff. We believe our students should be equipped to be citizens of the world as well as active productive members of our local community. Throughout our district, we challenge ourselves to embed core curriculum in authentic contexts, create opportunities to enjoy and transfer learning, and put learning in the hands of our students and their families. Glen Rose Independent School District (GRISD) has embraced enthusiastically the new realities of adapting instruction to meet the needs of our "digital natives" by integrating technology into our 21st Century Learning community. Together we are building the resources that empower our students to embrace a new model for distribution of knowledge and to contribute to knowledge creation and dissemination.

GRISD is committed to providing students with a 21st Century education and unlimited opportunities to learn digitally, think creatively, and to be well prepared for college and career opportunities. Our current curriculum, instruction, and classroom management goals support providing digital learning platforms to sustain students' academic growth. In grades PreK-5, iPads and other devices extend classroom instruction while in grades 6-12, students are participating in a 1:1 laptop program using the MacBook Air. JetPaks™ from Verizon Wireless facilitate in-home learning activities for students who do not have residential access to WiFi services.

Tools created to be teacher-centric have become tools for student to use to learn with one another. Engagement and alternative instructional practices are critical components for storing concepts in long term memory as well as creating a classroom culture of on-task focused behavior. Benefits in character development, work ethic, parent involvement, student engagement, and increased attendance are enhanced and extended with curriculum standards are supported with digital learning tools.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 213901	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Glen Rose ISD has created a college-going culture within the district. Quality programs have been designed to meet students' educational and developmental needs. Our goal is to provide students a well-balanced education. We are most fortunate to have a committed group of competent and caring teachers providing learning experiences that inspire student engagement and support well-prepared lifelong learners.

We understand that our students are free agent learners so it is vitally important that our classrooms offer authentic choices such as project based learning opportunities. Students at Glen Rose Elementary School practice sequencing numbers independently and learn how to create bar graphs in a collaborative learning activity supported by interactive white boards and iPads. At Glen Rose Intermediate School, reviewing information can be accomplished via team sport; facts related to volcanic eruptions may be debated by groups of students hoping to "steal" points away from opposing teams using their iPads and the interactive white board. Grammar lessons take on new sights and sounds at Glen Rose Junior High. Lectures have been replaced with classroom explorations of onomatopoeia, where students often use the "phone a friend" strategy to figure out exactly how to match the sounds of pictures with written descriptors. Modeling how to solve these problems is facilitated with digital learning tools. Glen Rose High School students apply their knowledge of video production by contracting with local businesses to produce commercials that are shared on the "big screen" during transitions periods at basketball games.

We believe that every child deserves differentiated learning experiences based upon their own learning strengths, interests, and environments. All students have something valuable to offer which is why we encourage and respect their enthusiastic participation.

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County-district number or vendor ID: 213901	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Glen Rose ISD's vision requires the community to engage in an authentic culture change. Teachers will need to adopt change, students will have to learn to work in this new environment, parents will have to understand it, and administrators will have to continually share the vision to lead their campuses forward. Change of this magnitude requires more than simple adjustments in the classroom. Each teacher will need to shift their beliefs in traditional pedagogy, technology, and skills needed by students to be successful. Teachers must adapt their lessons plans to create a student-centered learning environment that allows students to develop the skills established in the National Educational Technology Standards (NETS-S) along with mastering the standards prescribed by the Texas Essential Knowledge and Skills (TEKS).

To meet these needs, Glen Rose ISD has partnered with the Buck Institute for Education to provide professional development in project-based learning and assessment strategies. Embracing these student-centric strategies will require a shared commitment from every member of the Glen Rose ISD team. The program is designed to maximize teachers' and administrators' time and to provide on-going support for best-practice implementation and sustainability. Based on the vision created and embraced by Glen Rose ISD, the Buck Institute will train every teacher and campus administrator in strategies to transform the classroom into a 21st Century learning environment.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campuses participate in the equipment and JetPak™ lending program. Each campus has an established library check out system with oversight by existing staff trained in equipment usage and technology infrastructure. Members of the Glen Rose ISD Technology Department and campus librarian/technology specialists have received extensive professional development through Apple and the Educational Service Centers. Campuses are equipped with the robust wireless infrastructure needed to implement the 1:1 program. Students from Glen Rose High School have been receiving extensive Apple certification training throughout the year leading with many of them to become certified in Apple maintenance and repair. Our vision is to have a student-run "Genius Bar" repair center housed at each campus.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Glen Rose ISD has 50 Verizon Mobile Hotspots (JetPaks™) available for distribution to each campus library/media center that students may check out and take home; much like they would a library book. In addition, 20 iPads will be equipped with 3G wireless internet connectivity that students may check out and take home to access digital curriculum wirelessly. Each JetPak™ is capable of hosting 5 wireless devices and will also be of benefit to siblings in the home.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The JetPaks™ and 3G iPads will be checked out by students through the library/media centers on each campus. Our campus library-media specialists are trained and skilled in trouble-shooting and providing minor repairs of the equipment.

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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Glen Rose ISD has 50 Verizon Mobile Hotspots (JetPaks™) available for checkout in each campus library/media center. Students I grades 6-12 have 1:1 MacBook Airs and will be able to check out Verizon JetPaks™ through the library/media center specialists at the Junior High and High School campuses. The Verizon JetPaks™ are available for check out to each student for a specified number of days. Students return the equipment much like a typical library book. Students in grades K-5 are afforded the opportunity to check out a MacBook Air and JetPaks™ or one of the 20 iPads that have 3G internet access capability.

Campus library-media specialists are trained and skilled in trouble-shooting and providing minor repairs of the equipment. The district also has two members on staff who have completed extensive training and are Apple Certified to perform more extensive repairs. The proprietary tools have also been purchased by the district that are required to perform the repairs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All students and parents sign and acceptable use agreement with the terms and conditions of the technology Lending Program clearly specified. Policies and procedures are in place for students to check out devices and/or 3G internet connectivity through each library/media center.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All students and parents must attend acceptable use and care training for each device that is issued to the student. They all must also sign an acceptable use form that details the terms, conditions, and expectations for usage of the device. Glen Rose ISD uses Common Sense Media Curriculum to teach digital citizenship and also emails monthly parent updates and information through Common Sense Media.

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